

Kurukshetra University, Kurukshetra

(Established by the State Legislature Act-XII of 1956)

("A++" Grade, NAAC Accredited)



Scheme of Examinations for

Post Graduate Programme

Master of Education- Special Education (Visual Impairment)

[M.Ed. Spl. Ed. (V.I.)]

**as per Rehabilitation Council of India (RCI), 2024
Curriculum and Credit Framework
(Norms, Regulations & Course Content)
With effect from the session 2024-25**

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Programme Learning Outcomes (PLOs)

PLOs	M.Ed. Spl. Ed. (VI).
	After the completion of Masters in Education–Special Education (VisualImpairment) i.e. M.Ed. Spl. Ed. (VI). the student will be able to:
PLO-1: Knowledge and Understanding	demonstrate the fundamental and advanced knowledge of the Education and Special Education and understanding of recent developments and issues, including methods and techniques, related to the Special Education.
PLO-2: General Skills	acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of Special Education.
PLO-3: Technical/ Professional Skills	demonstrate the learning of advanced cognitive technical /professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks indifferent domains of the Special Education.
PLO-4: Communication Skills	effectively communicate the attained skills of the Special Education in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of Special Education or otherwise.
PLO-6: Critical thinking and Research Aptitude	attain the capability of critical thinking in intra/ inter-disciplinary areas of the Special Education enabling to formulate, synthesise, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/ professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/qualities and mindset	to exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/ strategic approaches.
PLO-9:Employability and job-ready skills	attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/ industry/ society with time.

Scheme of M.Ed. Spl. Ed. (VI) Programme

Semester	Type of Course	Course Code	Course Title	Credits	Contact Hours				Internal Assessment	External Assessment	Total Marks	Duration of Exam (Hours)
					Lecture	*CW/FE	Tutorial	Total				
I	CC-1	M24-SED-101	Development in Education and Special Education	3	3	3	0	6	25	50	75	2:15
	CC-2	M24-SED-102	Psychology of Development and Learning	3	3	3	0	6	25	50	75	2:15
	SC-1	M24-SED-103	Identification, Assessment and Needs of Persons with Visual Impairment	3	3	3	0	6	25	50	75	2:15
	SC-2	M24-SED-104	Curriculum and Teaching Strategies for Persons with Visual Impairment	3	3	3	0	6	25	50	75	2:15
	PC-1	M24-SED-105	Practical Related to Visual Impairment	8	8	8	0	16	60	140	200	3:00
	Total Credits (Sem-I)				20	Total Contact Hours (per week)			40	Total Marks (Sem-I)		500
II	CC-3	M24-SED-201	Research Methodology and Statistics	3	3	3	0	6	25	50	75	2:15
	CC-4	M24-SED-202	Curriculum Development & Educational Evaluation	3	3	3	0	6	25	50	75	2:15
	CC-5	M24-SED-203	Equitable and Inclusive Education	3	3	3	0	6	25	50	75	2:15
	SC-3	M24-SED-204	Therapeutics and Assistive Devices for Persons with visual Impairment	3	3	3	0	6	25	50	75	2:15
	PC-2	M24-SED-205	Practical Related to Visual Impairment	8	8	8	0	16	60	140	200	3:00
	Total Credits (Sem-II)				20	Total Contact Hours (per week)			40	Total Marks (Sem-II)		500
End of 1st Year	Total Credits (Sem-I & II)			40	Total Contact Hours (per week)			80	Total Marks (Sem-I & II)		1000	-
	CC-6	M24-SED-301	Perspectives in Teacher Education	3	3	3	0	6	25	50	75	2:15
	SC-4	M24-SED-302	Adulthood and Family Issues of Persons with	3	3	3	0	6	25	50	75	2:15

III			Visual Impairment										
	EC-1 (Any one)	M24-SED-303	Educational Management	2	2	2	0	4	15	35	50	2:15	
		M24-SED-304	Educational Technology	2	2	2	0	4	15	35	50	2:15	
		M24-SED-305	Guidance and Counseling	2	2	2	0	4	15	35	50	2:15	
	DISS-1	M24-SED-306	Dissertation (Synopsis)	2	2	2	0	4	50	0	50	3:00	
	FEI-1	M24-SED-307	Field engagement/ Internship related to Visual Impairment(As a Teacher Educator)	8	8	8	0	16	60	140	200	3:00	
	ESCV	M24-SED-308	Employability Skills & Constitutional Values	2	2	2	0	4	15	35	50	1:30	
	Total Credits (Sem-III)				20	Total Contact Hours (per week)			40	Total Marks (Sem-III)		500	-
IV	DISS-2	M24-SED-401	Dissertation	12	12	12	0	24	90	210	300	3:00	
	FEI-2	M24-SED-402	Field engagement/ Internship related to Visual Impairment(As a Teacher Trainer)	8	8	8	0	16	60	140	200	3:00	
	Total Credits (Sem-IV)				20	Total Contact Hours (per week)			40	Total Marks (Sem-IV)		500	-
End of 2nd Year	Total Credits (Sem-I - IV)				80	Total Contact Hours (per week)			160	Total Marks (Sem-I - IV)		2000	-

Abbreviations Used: **CC**-Core Course **SC**-Specialization Course **EC**-Elective Course **FEI**- Field Engagement & Internship

PC-Practical Course **ESCV**-Employability Skills & Constitutional Values

CW/FE-Course Work /Field Engagement

DISS-Dissertation

*CW/FE will be covered by students on their own per week over the duration of a semester/year. This will not be contributed /counted towards the workload.

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Syllabus

for

Post Graduate Programme

Master of Education- Special Education (Visual Impairment)

[M.Ed. Spl. Ed. (V.I.)]

as per Rehabilitation Council of India (RCI), 2024

Curriculum and Credit Framework

(Norms, Regulations & Course Content)

With effect from the session 2024-25

DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA

Session: 2024-25

Part A – Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospectives in special and inclusive education.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Development in Education and Special Education		
Course Code	M24-SED-101		
Course Type	Core Course/ CC-I		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe development of education system in India; CLO 2: Explain the development of special education system in India; CLO 3: Discuss the implications of international and national legislations, policies and programmes on promotion of education of persons with disabilities; CLO 4: Analyse the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions; CLO 5: Critically examine the perspectives in special and inclusive education.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Overview of Education: It's Dimensions and Development 1.1 Aims of education: education as social sub-system 1.2. Dimensions of education: education as investment, education and human rights, education for ethical development 1.3. Education as purposive and continuous process, education for culture: socio-cultural changes 1.4. Development of education during ancient and Vedic period, Medieval period, Pre independence period 1.5. Development of education post-independence period (including growth of school education) and educational reorganization		9
II	Overview of Special Education in India 2.1. Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century 2.2. Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach) 2.3. Changing perspectives in education of persons with disabilities from segregation to inclusive; 2.4. Access and enrolment: nature and severity of disability, types of schools attended, growth of schools; identification, early intervention as facilitator for educational access 2.5. Impact of technological advances and researches in special and inclusive education		9
III	Development of Special Education: Contribution of Legislations & Policies 3.1. Contribution of key international instruments in development of special education: UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006, Review of efforts made by international organization: UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal 4 3.2. Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of		9

	<p>Persons with Disabilities Act 2016,</p> <p>3.3.Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022)</p> <p>3.4.Review of national programme to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities,</p> <p>3.5.Govt. schemes and provisions for education of persons with disabilities; reviews of contributions of national institutions for empowerment of disabilities, Growth and role of NGOs in promoting education of persons with disabilities: historical perspective, contribution of international and national as well local NGOs</p>	
IV	<p>Challenges in Education of Persons with Disabilities</p> <p>4.1.Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through schooling regardless of ability: Identifying issues and addressing challenges</p> <p>4.2.Need and significance enrolment and retention of persons with disabilities: Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities,</p> <p>4.3.Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing,</p> <p>4.4.Adaptation and reasonable accommodation in teaching learning process, learning resources and support: Identifying issues and addressing challenges</p> <p>4.5.Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education, need for collaboration for support and resources</p>	9
V	<p>Prospectives in Special and Inclusive Education</p> <p>5.1.Quality Issues in Special and Inclusive Education: Quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education, Various reports on status of education among students with disabilities</p> <p>5.2.Critical review on poor quality special and inclusive education: visible schools and nonvisible learning, Quality issues in open schooling</p> <p>5.3.Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices</p> <p>5.4.Quality assessment of special school and home-based schooling, future of quality assurance in special and inclusive education: auditing and accreditation of special and inclusive institutions</p> <p>5.5.Currents Trends and Future Perspectives in Special and inclusive Education: Inclusive classrooms-collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) children</p>	9
	<p>Course work/Practical/Field Engagement</p> <p>• Assignment: Prepare and submit an assignment of 1000 words describing the</p>	

<p>status of special education/educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period</p> <ul style="list-style-type: none"> • Visit: Visit to a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools. • Group Activity: Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forum. <p>Transaction Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.</p>		45	
Total Contact Hours			90
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
<p>Recommended Books/e-resources/LMS: Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.</p> <p>Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.</p> <p>Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.</p> <p>Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi</p> <p>M.Ed.Spl.Ed - 2024-25 Rehabilitation Council of India 13</p> <p>Mishra, M., Pettala, R. (2023). Education of socio-economic disadvantaged groups: from marginalisation to inclusion. Routledge India</p> <p>National University of Educational Planning and Administration (2014). Education for All Towards Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.</p> <p>Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.</p> <p>UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris</p>			

Session: 2024-25

Part A – Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Psychology of Development and Learning		
Course Code	M24-SED-102		
Course Type	Core Course/ CC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe multiple dimensions of learner's development and its implications on learning CLO 2: Reflect on the process of learning from the point of view of different theoretical perspectives CLO 3: Gain systematic knowledge about motivation and its influence on learning CLO 4: Conceptualize different theories of learning and creativity CLO 5: Recognize the concept of personality and methods of assessing personality CLO 6: Apply the knowledge and skills gained in this course to enhance the learning and development of persons with special needs		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6

Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Overview of Educational Psychology 1.1 Nature and scope of educational psychology 1.2 Principles of educational psychology 1.3 Methods of Educational Psychology : Observation, Experimental method, Correlational, Clinical and Case Study 1.4 Applications of educational psychology to persons with disabilities 1.5 Trends in Educational Psychology		9
II	Understanding the Development of the Learner 2.1 Development – Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions 2.2 Theories of Development : Intellectual development – Bruner , Psycho social development- Erikson and Moral Development-Kohlberg 2.3 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence 2.4 Types of developmental delays : Cognitive skills, Social and emotional skills, Speech and language skills and Gross and Fine motor skills 2.5 Factors affecting Growth and Development		9
III	Learning and Motivation 3.1 Concept and nature of learning 3.2 Theories of Learning and their educational implications: Lewin’s field theory, Gagne’s theory of Learning and Donald Norman’s Information Processing theory 3.3 Transfer of Learning : Types and Theories- Theory of Identical Elements and Theory of Generalization – Educational implications of transfer learning 3.4 Motivation: Types of motivation: Intrinsic and Extrinsic - Factors facilitating motivation		9

	3.5 Theories of Motivation (Maslow, McClelland) and their educational implications	
IV	<p>Intelligence and Creativity</p> <p>4.1 Intelligence: Nature & meaning</p> <p>4.2 Theories of Intelligence : Two-factor Theory (Spearman), Multifactor Theory (Thurstone), Structure of Intellect (Guildford) and Multiple Intelligence Theory (Howard Gardner)</p> <p>4.3 Assessment of Intelligence: Verbal, Non –Verbal, Performance, Individual and Group</p> <p>4.4 Creativity - Concept, Characteristics, Steps of Creativity – Factors Influencing Creativity</p> <p>4.5 Theories of Creativity: Taylor’s Level of creativity and Arieti’s Theory - Measurement of Creativity</p>	9
V	<p>Personality & Group Dynamics</p> <p>5.1 Personality: Concept & Nature - Factors Influencing Personality</p> <p>5.2 Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung), Trait Approach: (Allport, Cattell, Big Five Theory), Type-cum-Trait Approach (Eysenck), Psychoanalytical Approach (Sigmund Freud) and Humanistic Approach (Maslow, Carl Rogers)</p> <p>5.3 Measurement of Personality in Educational settings: Tools and Techniques</p> <p>5.4 Group Dynamics & Leadership - Group Dynamics Characteristics and Type of Groups - Educational Significance of Group Dynamics</p> <p>5.5 Qualities of Good Educational Leadership.</p>	9
	<p>Course work/Practical/Field Engagement</p> <p>1. Identify a child with developmental delay in early intervention programme. Prepare and implement programme that can help the child make progress. Submit the report of the intervention programme undertaken by the student learner.</p> <p>2. Choose an appropriate skill to teach a student with special need. While teaching the skill, observe if the child is physically and intellectually capable of learning the skill, how this learning motivate the child and how successful he/she in learning the skill. Make a report and submit</p> <p>3. Explore the differences between Intrinsic and Extrinsic motivation with the help of examples and discuss in the classroom</p> <p>4. Visit inclusive / special school and observe creative skills of children with special need and also plan programme to enhance the creative skills of two children with special needs</p> <p>5. 2. Administer and interpret individual test intelligence – one for child with non disabled and child with special needs</p> <p>6. Visit inclusive/ special school. Identify two children with special needs or identify two adult with special needs and assess their personality characteristics in the dimensions of: activitypassivity, enthusiastic- non enthusiastic, assertive-</p>	45

	submissive, suspicious- trusting, depressive- non depressive, and emotional stability- emotional instability . Record the assessment report and submit	
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory: 50
•Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ol style="list-style-type: none"> 1. Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi 2. Aggarwal, J. C. (2008). Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt, Ltd., New Delhi. 3. Anderman, E., & Corno, L. (Eds.). (2013). Handbook of Educational Psychology. London: Routledge. 4. Bernstein, D. (2018). Essentials of Psychology. Boston: Cengage Learning. 5. Bichard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp.161-178. J. Benjamins. 6. Bower, G.H. and Hilgard, E.R (1981). Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey. 7. Chauhan, S.S. (2006). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd. 8. Chauhan. S.S. (2007). Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi. 9. Crow, L.D. & Crow, A. (2008). Human Development and Learning. New Delhi: Surjeet Publications. 10. Dandekar, W.N. & Sanyogtala, M. (2002). Psychological Foundations of Education (3rd Ed.). New Delhi: McMillan India Ltd. 11. Daniels, H. & Edwards, A. (2004). Psychology of Education. New York: Routledge. 12. Guilford, J.P. (1967). Nature of Human Intelligence, New York : McGraw Hill 13. Kincheloe, L. & Horn Jr, R. A. (2007). The Praeger Handbook of Education and Psychology. New Delhi: Atlantic Publishers & Distributors (p)Ltd. 14. Meltzer, L. (Ed.). (2018). Executive Function in Education: From Theory to Practice. Guilford Publications. 25. Sluckin, W. (2018). Early Learning in Man and Animal. London: Routledge. 16. Wixted, J. T. (2018). Stevens' Handbook of Experimental Psychology and Cognitive 		

Neuroscience, Developmental and Social Psychology (Vol. 4). New Jersey: John Wiley & Sons.

Web Links:

1. <https://www.simplypsychology.org/piaget.html>
2. https://en.wikipedia.org/wiki/Developmental_psychology
3. <http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
4. http://www.parentcenterhub.org/ld/14_05_13_web.pdf
5. http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
6. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
7. http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

Session: 2024-25

Part A – Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Identification, Assessment and Needs of Persons with Visual Impairment		
Course Code	M24-SED-103		
Course Type	Specialization Course/ SC-I		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Trace the historical development of visual impairment and discuss the attitudinal change of society over time. CLO 2: Describe the causes and implications of different eye disorders. CLO 3: Critically examine the needs arising at different stages of persons with visual impairment. CLO 4: Develop skills to identify and assess children with blindness, low vision, and children with VIMD. CLO 5: Develop skills to plan and implement vision efficiency training for children with low vision.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Evolving Concept and Definition of Visual Impairment 1.1 Paradigm shift from charity through medical and social to right-based approach; WHO-ICF Model 1.2 Critically understanding the process of seeing and its aspects 1.3 Definitions & Classification of Visual Impairment: WHO, RPwD Act 201 1.4 Psychosocial implications of low vision & blindness; Attitudinal and behavioral change of the society towards persons with visual impairment 1.5 Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media		9
II	Eye Disorders: Etiology and Implications 2.1 Neurological causes of visual impairment: cortical visual impairment 2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism 2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, aniridia, macular degeneration, and albinism 2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia 2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour Blindness		9
III	Identification and Assessment Procedures of Children with Blindness and Low Vision 3.1 Screening and Identification of children with blindness and low vision at school 3.2 Methods and tools for clinical assessment of children with visual impairment 3.3 Methods and tools for psychological assessment of children with visual impairment 3.4 Functional Vision Assessment: Needs and Strategies 3.5 Concept and methods of visual efficiency training		9

IV	Identification and Assessment Procedures of Children with Visual Impairment Having Additional Disabilities 4.1 Concept of Children with Visual Impairment Having Additional Disabilities 4.2 Role of a Multidisciplinary team of professionals in assessment 4.3 Functional methods and tools: physical, vision, hearing, tactual, and communication skills assessment 4.4 Implications of vision loss in adapting available tools of assessment for persons with Visual impairment 4.5 Preparation of teacher-made tools for functional assessment of Visual Impairment Having Additional Disabilities	9	
V	Needs of Persons with Visual Impairment 5.1 Infancy and early childhood: early stimulation and early intervention 5.2 School age: placement alternatives, collaboration of special and regular teacher 5.3 Transition Period: self-identity, self-esteem, and self-image 5.4 Vocational Development: Emerging Job Opportunities 5.5 Adulthood Issues	9	
	Course Work/ Practical/ Field Engagement (Any Three) • Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities • Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report • Prepare and administer a teacher made tool for functional assessment of vision and visual skills of a child with low vision and submit a report • Prepare and administer a teacher made tool for functional assessment of Vision, Hearing, Tactual, Communication and functional skills of children with VIMD and submit a report • Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context	45	
Total Contact Hours		90	
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		

•Mid-Term Exam:	13	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> • Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London, • Barraga, N. C. (1980). Sequences of Visual Development. University of Texas. Austin. • Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai. • Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India. • Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical & Functional Perspective. AFB Press, New York. • Holbrook M. C. &Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): AFB Press, New York. • Hyvarinen, L., & Jacob, N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd. Finland. • Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India, New Delhi. • Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya. Coimbatore. • Mani, M.N.G. (1993). Concept Development of Blind Children: A Research Study. Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore. • Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled. • Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary, M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi. • National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, NIVH Dehradun. • NIEPVD (2023). Screening Checklist for Vision Difficulties in Students. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • NIEPVD (2016). Visual Disability: A Resource Book for Teachers, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • NIEPVD (2016). Visual Disability: A Resource Book for Teachers, Vol.2, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi. • Reynolds, C.R. , & Janzen, E.F. (Ed.)(2007). Encyclopedia of Special Education. Vol. I A-D, John Wiley, Canada. • Sacks. S. Z., & Silberman, R.K. (2005). Educating Students who have Visual Impairments with other Disabilities, Paul H Brookes, Maryland. • Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special & Inclusive Education. Houghton Mifflin: USA. • Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation, SLACK Incorporated: USA. • Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press. New York. 		

Session: 2024-25

Part A – Introduction

The development of specialized curriculum and teaching strategies for children with visual impairments is not merely an educational adaptation but a profound commitment to inclusivity and equitable learning opportunities. Visual impairment poses unique challenges to a child's educational journey, requiring thoughtful and tailored approaches to ensure access, engagement, and optimal learning outcomes. Crafting a curriculum that caters to the specific needs of these students involves more than adapting existing materials; it necessitates a comprehensive understanding of diverse learning styles, alternative modes of communication, and the integration of assistive technologies.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Curriculum and Teaching Strategies for Persons with Visual Impairment		
Course Code	M24-SED-104		
Course Type	Specialization Course/ SC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Appreciate the importance of various basics to curriculum areas and skills CLO 2: Acquire knowledge on expanded core curriculum for children with visual impairment on the basis of situational analysis. CLO 3: Understand the steps in Expanded Core Curriculum Development and skill in implementation of the curriculum and its evaluation. CLO 4: Demonstrate skill in using the Strategies for Teaching and Critically examine approaches to curriculum development for VIAD CLO 5: Develop a curriculum that is accessible to students with visual impairments and using ICT and assistive technology to promoting inclusivity in the learning environment.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3

Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Basic Curriculum Areas and Skills: 1.1 Curricular skills related to cognitive domain, psychomotor domain, and affective domain 1.2 Core curriculum, collateral curriculum, and support curriculum – Concept and meaning 1.3 Approaches to Curriculum- Child Centered, Activity Centered and Holistic 1.4 Curricular Areas as per National Curriculum Framework 1.5 Curriculum adaptation: Need and principles.	9
II	Introduction to Expanded Core Curriculum: 2.1 Philosophical basis, Psychological basis of Curriculum 2.2 From plus curriculum to expanded core curriculum 2.3 Introduction and Orientation to Unified English Braille, Mathematical & Scientific Notations 2.4 Orientation and Mobility Teaching Approaches 2.5 Ethical considerations in curriculum Adaptations	9
III	Steps in Expanded Core Curriculum Development: 3.1 Assessment of needs with reference to accessing school curriculum 3.2 Designing a need-based curriculum: situational analysis for selection of skills and method of teaching 3.3 Developing a collaborative curriculum planning 3.4 Implementation of the curriculum – Challenges and Strategies 3.5 Curriculum Evaluation – Formative and Summative Evaluation, Recent trends in Curriculum Evaluation – Grades, Norms, CCE, Teacher Made Test, and Differentiated Evaluation for PwD in Inclusive Set up	9
IV	Strategies for Teaching and Approaches to Curriculum Development 4.1 Specific teaching strategies (task analysis, co-activity, pre teaching, self-verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement) 4.2 Teaching reading and writing Skills to students with visual impairment –	

	(Reading aloud, peer reading, organic reading, and whole language approach) - Strategies for writing skills – guided and independent writing 4.3 Strategies for teaching math – (concrete, experiential, role play, and origami) 4.4 Strategies for teaching Science – (Tactile Diagrams, Adapted Science Laboratory and Technological inclusion) 4.5 Strategies for teaching Social Science – (Tactile Maps, Tactile Compass and Adapted Teaching Learning Materials)	9
V	Curriculum Adaptations for VIAD 5.1 VIAD- Curriculum adaptations as per needs of VIAD 5.2 Approaches to Curriculum Development for VIAD: Ecological – Multisensory Thematic – Functional - Experiential 5.3 Curriculum adaptations and accomodations in teaching and learning process of VIAD 5.4Strategies for teaching use of ICT (demonstration, verbal instruction, and peer tutoring). 5.5 Adaptive and Assistive devices for VIAD	9
	Practicum/Hands on Training <ul style="list-style-type: none"> • Design practical activities that engage multiple senses, allowing students to explore and understand concepts through touch, sound, and smell. • Building and organizing an accessory for enhancing sensory efficiency • Create materials for preschoolers with visual impairments to help them prepare themselves for reading. • Collaborate with special education professionals to create ILPs that outline specific adaptations, accommodations, and goals for each student. • Create lesson plans for children with visual impairments to learn ECC. • Ensure changes to a chapter in a secondary level textbook of your choice to make it accessible to students with visual impairments. Transform one map and one diagram from the secondary classes into an audiovisual format. • Provide training on the use of assistive technologies such as screen readers, magnifiers, and braille displays. • View the updated athletic regulations and guidelines created by several organisations (such as the World Blind Cricket Association, Indian Blind Sports Association, Indian Blind Sports Committee, Indian Chess Federation, and others) for individuals with vision impairments. • Utilize technology such as screen readers and audio descriptions to enhance content accessibility. • Collaborate with local institutions, businesses, and community organizations to organize field trips that are accessible and meaningful for children with visual impairment. 	45
Total Contact Hours		90

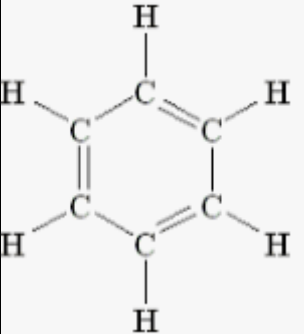
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi. • Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India. • Bishop, V. E. (2004). Teaching Visually Impaired Children: Virginia E. Bishop; with a Foreword by Natalie C. Barraga; Drawings by Charles Denzler and Virginia Bishop; Computer Graphics and Charts by Liz Broussard. Charles C Thomas Publisher. • Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi. • Chiu, Y. T., & Wild, T. (2023). Incorporating the expanded core curriculum into science. British Journal of Visual Impairment, 41(1), 162-168. • Cox, P. R., & Dykes, M. K. (2001). Effective classroom adaptations for students with visual impairments. <i>Teaching Exceptional Children</i>, 33(6), 68-74. • French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London. • Grover, U., & Chaudhari. M. (2009). Curricular Strategies. Kanishka Publication, New Delhi. • Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York. • Iqbal, K., & Ashraf, S. (2023). Perspective chapter: the barriers in inclusive set-up for students with visual impairment at higher education level-Pakistan scenario. In Higher Education- Reflections From the Field. IntechOpen. • Jahanzaib, M., Fatima, G., & e Nayab, D. (2021). Review of Single National Curriculum with Perspective of the Education of Children with Visual Impairment at Primary Level in Punjab Pakistan. <i>Journal of Business and Social Review in Emerging Economies</i>, 7(3), 547-550. • Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi. • Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi. • Koehler, K. E., & Wild, T. A. (2019). Students with visual impairments' access and participation in the science curriculum: Views of teachers of students with visual impairments. <i>Journal of Science Education for Students with Disabilities</i>, 22(1), 8. • Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York. • Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt. New Delhi. • Montenegro-Rueda, M., Fernández-Batanero, J. M., & Fernández-Cerero, J. (2023). Impact of ICT on 			

- university students with visual impairment. *British Journal of Special Education*, 50(1), 28-48.
- NIEPVD (2022). *Expanded Core Curriculum (in Hindi)*. National Institute of Empowerment of Persons with Visual Disability (Divyangjan), Dehradun
 - Ravenscroft, J. (Ed.). (2019). *The Routledge handbook of visual impairment*. Routledge.
 - Salisbury, R. (Ed.). (2007). *Teaching pupils with visual impairment: A guide to making the school curriculum accessible*. Routledge.
 - Salisbury, R. (Ed.). (2007). *Teaching pupils with visual impairment: A guide to making the school curriculum accessible*. Routledge.
 - Scholl, G.T. (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice*. AFB Press, New York.
 - Vijayan, P., & Victoria, G. (2009). *Education of visually impaired children with additional disabilities*. Kanishka Publication, New Delhi.

Web link

- <https://www.trinity.edu/directory/departments-offices/collaborative>
- <https://www.pathstoliteracy.org/>
- <https://www.coursera.org/learn/teach-children-with-visual-impairment>
- <https://www.afb.org/>
- <https://nfb.org/>
- <https://www.perkins.org/>
- <https://www.nfb.org/programs-services/education>
- <https://www.tsbvi.edu/>
- <https://www.pathstoliteracy.org/>

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Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Practical Related to Visual Impairment		
Course Code	M24-SED-105		
Course Type	Practical I/ PC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: prepare Braille materials in various subjects for school students CLO 2: explain Unified English Braille (UEB) literary code CLO 3: use advance Braille mathematics and science code CLO 4: assess Sighted Guide Techniques, Cane Techniques, Search Techniques, Eating Technique Using Clock-wise direction and O& M skill of low vision person CLO 5: teach all the above skills to any visually impaired person		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	Brief description: This practicum will cover use of Braille for Literary, Math and Science subjects: (1) Preparation of Braille materials: <ul style="list-style-type: none"> • Two English lesson at High school level using Grade2 Braille • Two Math lesson at Grade IX using Nemeth Code • Two lessons using Scientific Notation <ol style="list-style-type: none"> a. Chemical Names(e.g 2,2-Dimethylpropane, CUO, HCl) b. Chemical Formulae (e.g O H Fe Cl Uub c. Electronic Configuration (e.g Na (2.8.1), Mg [Ne]352 d. Chemical Equations & Set out Formulae (e.g BaSo4) e. Structure Formulae (e.g H3 C - CH3) f. Structure Containing Rings- e.g 		60+60

	 <p>Only examples are given. Student teacher should learn all notations used in Grade IX Book.</p> <p>Learning of Unified English Braille (UEB) literary code and use of advance Braille mathematics and science code</p>	
II	<ul style="list-style-type: none"> • Assess Sighted Guide Techniques • Assess Cane Techniques • Assess Search Techniques • Assess Eating Technique Using Clock-wise direction • Assess O & M skill of low vision person <p>Intervention: by teaching all the above skills to one/two visually impaired person</p> <ul style="list-style-type: none"> • Record the assessment procedure and intervention strategies 	60+60
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

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Part A – Introduction

Research methodology and statistics are indispensable components of academic learning that empower students with the essential tools to navigate the complexities of the modern academic and professional landscape. Research methodology serves as the guiding framework for the systematic exploration of knowledge, offering students a structured approach to investigating questions, testing hypotheses, and contributing to the ever-expanding body of information within their chosen fields. It equips them with the skills needed to design robust studies, select appropriate data collection methods, and employ rigorous analytical techniques.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Research Methodology and Statistics		
Course Code	M24-SED-201		
Course Type	Core Course/ CC -3		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the concept, meaning and methods of research in education and special education. CLO 2: Develop an understanding of the research process and acquire competencies for conducting a research. CLO 3: Apply suitable measures for data organization and analysis. CLO 4: Able to interpret the results and present research report CLO 5: Should be aware of the writing process for the paper of research and how it was published in a reputable publication		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction to Research 1.1 Research: Concept, Meaning, and importance of research 1.2 Need for Research in Education and Special Education 1.3 Methods of Research Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies 1.4 Research Design – Concept, meaning and Types – Features of good research design 1.5 Research Proposal Writing		9
II	Process of Research 2.1 Identification and formulation of Research Problem, Literature Review, Research Gap Analysis, Formulation of hypothesis, data collection, data analysis and reporting 2.2 Hypothesis – Concept, Meaning, Definition, Types 2.3 Sample and Sampling Techniques, Sampling Frame, Sample Error 2.4 Variables – Concept, meaning, types of variables; Threats in Research 2.5 Process of Tool Construction - Item selection, establishing norms, try out, pilot study, item analysis; Standardization of Tool – Establishing Reliability & Validity		9
III	Data Analysis 3.1 Data – Types of data: Primary and Secondary data, Data Collection: Methods and Organization of data: Array, Frequency, Grouped distribution 3.2 Data Analysis – Meaning, Importance and Types – Scales of Measurement - Normal distribution Curve, Standardization of data - Standard Score - Z Score 3.3 Parametric and Non Parametric tests – Concept and meaning 3.4 Process and Applications of Quantitative Research Methods and Analysis – Descriptive Statistics: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation, 3.5 Process and Applications of Qualitative Research Methods and Analysis –		9

	Grounded Theory, Ethnography and Case Study, Narrative/ Discourse and Visual Methodologies, Mixed method, Themes, Coding and Presentation	
IV	Inferential Statistics 4.1 Inferential Statistics – Student t-test, ANOVA, ANCOVA 4.2 Standard error of Mean, Confidence level, degree of freedom, one tail, two tail test - Type I and Type II Errors 4.3 Correlation: Product Moment, Biserial-r, point – biserial, Phi-Coefficient, Regression Analysis 4.4 Statistical Software Packages, SPSS, Jamovi, Amos etc., 4.5 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, Radar	9
V	Research Reporting & Publication Ethics 5.1 Research Reporting – Types - Steps in report writing – Precautions and Importance - Chapterization, Writing, Bibliography Format 5.2 Evaluating and Reviewing research reports and papers 5.3 Research Funding Agencies 5.4 Article Publication: Layout of a Research Paper - Journals in Education and Special Education – h-index, i10 index - SCI & SSCI indexed Journals 5.5 Ethical issues in Research and Research Publications– Ethical issues related to publishing: Plagiarism and self plagiarism.	9
	Transaction Lectures, Hands on exercises, Demonstrations, Reading and reflecting, Course work/Practical/Field Engagement <ul style="list-style-type: none"> • Field Visits to Research Institutions • Workshops and Training Sessions • Project(s) (Group/Small Group/Individual) • Field Trips and Site Visits • Analyze a set of data using computer application • Assignment(s) (Group/Small Group/Individual) 	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory:
		50
•Class Participation:	5	Written Examination

• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Basic Research and Statistics Book Material, Dr. B.R.Ambedkar Open University, Hyderabad, 2020
 - Berg & Lune (2011), Qualitative Research Methods for the Social Sciences, Pearson Publication, Boston.
 - Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
 - Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
 - Bogdan & Biklen (2007), Qualitative research for education: An introduction to the methods (5thed). Pearson, Boston.
 - C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
 - Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications
 - Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
 - Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
 - Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab
 - Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
 - Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
 - Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
 - Jitendra Kumar et. al.(2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited
 - Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
 - Lipsey (1990), Design Sensitivity: Statistical Power for Experimental Research, Sage Publications, Newbury Park, CA.
 - Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers
 - P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers
 - Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
 - Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication
 - Singh (2004) , Tests Measurement and Research Methods in Behavioural Science, Tata Mc Graw-Hill Publishing, New Delhi.
 - Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications
 - Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International (P) Limited, Publishers, New Delhi
- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/researchprocess#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>

- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

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Part A – Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the learner the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation. Furthermore, education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Curriculum Development & Educational Evaluation		
Course Code	M24-SED-202		
Course Type	Core Course/ CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Analyse various foundations, theories, approaches, and models of curriculum development CLO 2: Demonstrate the use of different approaches and models to evaluate a curriculum CLO 3: Explain the key concepts in evaluation and describe the developments in evaluation CLO 4: Describe the scope of evaluation in education CLO 5: Describe the use of evaluation as an effective tool in teaching-learning process CLO 6: Describe the ways and means of evaluation of programmes		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6

Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Curriculum Development and Curriculum Design 1.1 History, process, and principles of curriculum development 1.2 Types of curriculum design: Subject centered, Learner centered, Integrated, Core 1.3 Foundations of curriculum development: Philosophical, Psychological, Sociological, Political & Economic 1.4 Theories of Curriculum development: Structure oriented, Value-oriented, Content oriented & Process-oriented 1.5 Scientific and non-scientific perspectives, approaches, and models of curriculum Development		9
II	Curriculum Evaluation 2.1 Importance and Need of curriculum evaluation 2.2 Agencies and Processes of curriculum evaluation 2.3 Approaches to curriculum evaluation: Scientific and humanistic, Intrinsic and pay-off, Formative and summative 2.4 Models of curriculum evaluation 2.5 Stakeholders in curriculum evaluation		9
III	Foundations of Educational Evaluation 3.1 Meaning of educational measurement, educational evaluation, and their relationship 3.2 Evolution of the functions of educational evaluation: Measurement, transparency, accountability, learning & decision making 3.3 Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning & advocacy and communication 3.4 Principles of educational evaluation		9

	3.5 Types of educational evaluation: Process, outcomes & Holistic	
IV	Concepts and Processes Educational Evaluation 4.1 Evaluation of learning, for learning and as learning- Contexts, need and nature 4.2 Types of evaluation: Knowledge based, performance based, alternative and authentic and Tools of evaluation: Role play, concept maps, interviews, writing samples, projects, exhibitions, reflective journals, rubrics, rating scales 4.3 Equity & fairness in evaluation including adaptations and accommodations 4.4 Mastery Level Learning 4.5 Report writing: Format, content and mechanics	9
V	Programme Evaluation & Review 5.1 Concept, need, goals and tools 5.2 Evaluation of instructional programmes 5.3 Techniques of programme evaluation 5.4 Reliability, validity, and sensitivity in programme evaluation 5.5 Reviewing outcomes	9
	Transaction Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom. Workshops on developing tools for content and programme evaluation Course Work/ Practical/ Field Engagement <ul style="list-style-type: none"> • Write a 2000 word essay describing the curriculum in action in an inclusive school • Interview various stakeholders of a curriculum to understand their perspectives about the various elements of a curriculum • Design rubrics for evaluating student learning in for any two areas of learning/ subjects • Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices. • Attend a programme and submit an evaluative report on the same 	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory: 50
•Class Participation:	5	Written Examination

• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Audrey Nicholls, A., Nicholls, S. Howard · (2018) .Developing a Curriculum: A Practical Guide. Taylor & Francis.
- Brady, L. & Kennedy, K. (2013). Curriculum Construction. Pearson Higher Education AU
- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Daniels, H., & Porter, J. (2011). Educational theories, Cultures and learning: A critical perspective. Routledge, London.
- Endeley, Margaret N.& Zama, Martha M.A. (2021). Perspectives in Curriculum Studies. Spears Book.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Karami, H. (2018). Fairness Issues in Educational Assessment. Taylor & Francis.
- Moss. A. (2019). Curriculum Development in Elementary Education. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
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- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Web Resources

- <https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influencecurriculum-and-curriculum-evaluation/>
- https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf
- <https://discover.hubpages.com/education/Curriculum-Evaluation>
- <https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation>
- <https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-andmodels-planning-for-student-learning-there-is-always-a-need-for-newly-formulatedcurriculum->

models-that-address-contemporary-circumstancean/#:~:
text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%
20these%20processes.
https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development
https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

Session: 2024-25**Part A – Introduction**

This course will prepare learners to develop insights into models, evolution, current issues and strategies for developing equitable and inclusive learning environments. This course will promote collaborative skills in the learners in order to address special learning needs in the classroom.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Equitable and Inclusive Education		
Course Code	M24-SED-203		
Course Type	Core Course/ CC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Explain the philosophical, sociological and humanistic perspectives of equitable and inclusive education.</p> <p>CLO 2: Develop skills to explore and analyze the existing barriers faced by the learners in the schools so as to resolve with best possible solutions in facilitating accessibility</p> <p>CLO 3: Plan out change in school eco-system and school culture to adopt attitudes of valuing individuals, fostering a climate of equity and mutual respect, and requisite practices to implement inclusive education.</p>		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p>Perspectives of Equitable and Inclusive Education</p> <p>1.1 Historical perspective of Equitable and Inclusive education globally and in India</p> <p>1.2 Approaches to disability and service delivery models</p> <p>1.3 Principles of equity and inclusive education</p> <p>1.4 Key debates in special and inclusive education</p> <p>1.5 Research evidence on efficacy and best practices associated with inclusive education</p>	9
II	<p>Covenants and Policies and Guidelines Promoting Inclusive Education- A Critique</p> <p>2.1 Tracing voices for the support of inclusive practices in education from international declarations and conventions: (Universal Declaration of Human Rights,1948; World Declaration for Education for All,1990; Incheon Declaration, 2025-SDG-4; UNCRPD 2006</p> <p>2.2 Conceptualizing and designing roadmaps for inclusion through international frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)</p> <p>2.3 Legislation and policies that supports inclusive education: (a) Policies such as NPE1986, NPE, 2020, National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023), National Policy for Persons with Disabilities (2006, and upcoming revision); (b) National acts such as RTE 2009 and its amendment, The RPwD Act 2016.</p> <p>2.4 Contemporary national frameworks: Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, 2022; National Guidelines and Implementation Framework on Equitable and Inclusive Education (2023)</p> <p>2.5 Guidelines on developing conducive and safe learning environment- Accessible Code for Educational Institutions (2022), Guidelines for the Development of e-Content for Children with Disabilities (2021); and Guidelines on School Safety and Security (2021)</p>	9
III	<p>Building Inclusive Schools</p> <p>3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural</p> <p>3.2 Ensuring Physical, Academic and Social Access</p> <p>3.3 Emerging roles of teachers- facilitator, leadership, reflective teacher, counselor, agent of change.</p> <p>3.4 Assistive Technology</p>	9

	3.5 Whole School Development and collaborations	
IV	<p>Adaptation and Accommodation for Including Diverse Learning Needs</p> <p>4.1 Reasonable accommodation: concept and implications</p> <p>4.2 Adaptations and accommodations for children with sensory impairments</p> <p>4.3 Adaptations and accommodations for children with neuro-developmental disabilities</p> <p>4.4 Adaptations and accommodations for children with intellectual and developmental disabilities</p> <p>4.5 Adaptations and accommodations for children with chronic health impairments and children with multiple disabilities</p>	9
V	<p>Inclusive Learning and Teaching Practices</p> <p>5.1 Diverse learners and their learning styles and basic considerations for learning and teaching in inclusive classrooms</p> <p>5.3 Differentiated instruction (DI): concept and strategies for classroom teaching</p> <p>5.4 Universal Design of Learning (UDL): concept and strategies for classroom teaching</p> <p>5.5 Planning and implementing lessons in inclusive classroom</p> <p>5.5. Planning and implementing assessment, evaluation and examinations in inclusive Classroom</p>	9
	<p>Transaction</p> <p>Interactive course with discussion as well as field work to get first-hand experience in implementing different aspects of pedagogies in inclusive classrooms and understanding the eco-system of inclusive schools.</p> <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Develop a reflective paper on international and national perspective of Equitable and Inclusive Education. • Review of research in any one area in inclusive education and highlight its implications for the practitioner • Explore the challenges in implementations of the recommendations of different national guidelines and suggest strategies to implement them effectively. • Develop a lesson based on principles of Universal Design for a class of your choice. • Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal. 	45
Total Contact Hours		90

Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
> Theory	25	> Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • CBSE (2022). Accessible Code for Educational Institutions, Central Board of Secondary Education, Ministry of Education, New Delhi. • Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf • DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf • DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi. • DoSEL (2021). Guidelines for the Development of e-Content for Children with Disabilities, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2021). Guidelines on School Safety and Security, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2021). Guidelines on School Safety and Security. Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2022). National Curriculum Framework for Foundational Stage 2022. Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage_20_October_2022.pdf • DoSEL (2022). Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2023). National Curriculum Framework for School Education 2023., Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf • DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf • Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann. 			

- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi.
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
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- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- National Trust (1999). THE NATIONAL TRUST FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITIES ACT, 1999.
<https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>
- RCI(1992). The Rehabilitation Council of India Act 1992.
<https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf>
- Report of the Education Commission 1964-66,
<https://archive.org/details/ReportOfTheEducationCommission1964-66D.S.KothariReport>
- Sharma, U. (2005). **Integrated Education in India: Challenges and Prospects**, Disability Studies Quarterly, Winter 2005, Volume 25, No.(1)
- UN-ESCAP (2003). Biwako Millennium Framework for Action towards an Inclusive, Barrier Free and Right-based society for Persons with Disabilities in Asia and the Pacific.
<http://undocs.org/E/ESCAP/APDDP/4/REV.1>
- UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 1994.
<https://unesdoc.unesco.org/ark:/48223/pf0000098427>
- UNESCO(1950). United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education Adopted by the General Conference at its eleventh session, Paris, 14 December 1950.
<https://adsdatabase.ohchr.org/IssueLibrary/UNESCO%20Convention%20against%20Discrimination%20in%20Education.pdf>
- United Nations Convention on the Rights of Persons with Disabilities,
<http://www.un.org/esa/socdev/enable/rights/convtexte.htm> 6 December 2006
- WEF (2025). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, World Education Forum (UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR)

Session: 2024-25

Part A – Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired. It is, therefore, in the fitness of things that technology solutions should form the subject-matter of the present course. The course familiarizes the M.Ed. students with devices and applications in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-nigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices and applications in the Indian

conditions. It also provides them an insight on how they could help in resource-mobilization for the acquisition of these technologies, many of which are extremely costly from the Indian perspective.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Therapeutics and Assistive Devices for Persons with visual Impairment		
Course Code	M24-SED-204		
Course Type	Specialization Course/ SC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Explain the relevance of technology for persons with visual impairment. CLO 2: Illustrate various devices and applications to facilitate the education of persons with visual impairment. CLO 3: Describe various technological devices for promoting quality of life of persons with visual impairment. CLO 4: Critically analyse suitability/ appropriateness for various technological devices for Persons with visual impairment. CLO 5: Discuss various trends in research on technology for persons with visual impairment.		
Credits	Theory	Course work/ Practical/	Total

		Field Engagement	
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p>Introduction to Technology for the Visually Impaired</p> <p>1.1 Historical perspective of assistive technology in the rehabilitation of persons with visual impairment</p> <p>1.2 Concept, need and importance of assistive technology with specific reference to the Indian context</p> <p>1.3 Types of Assistive Technologies</p> <p>1.4 Special roles of technology for facilitating empowerment of persons with visual impairment</p> <p>1.5 Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview</p>	9
II	<p>Technological Devices – Traditional and Modern for the Education of the Visually Impaired</p> <p>2.1 Writing Technologies: Braille Slates of different types, Braille– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Refreshable Braille Displays and Smart Braille</p> <p>2.2 Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and</p>	9

	<p>tablets, Smart Phone and DAISY players, Smart phone based OCR applications for English and Indian languages</p> <p>2.3 Technology for Mathematics and Science Education: Abacus, Taylor Frame, Tactile Geometry Kit, measuring tapes-- strengths and limitations; soft-wares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software), Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger, Talking Scientific & Graphic calculator, Desmos-Website for graphing, Fixed volume pipette, talking vernier calliper</p> <p>2.4 Braille Production Technologies: Stereo typing Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices</p> <p>2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation</p>	
III	<p>Technologies for Facilitating Independent Living for Persons with Visual Impairment</p> <p>3.1 Mobility Devices and applications : canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies, navigational applications using GPS</p> <p>3.2 Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, Talking oximeter, weighing machine- Braille and Talking</p> <p>3.3 Recreational Devices - Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball, accessible games on smart phones and computers.</p> <p>3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader, Talking labeller</p> <p>3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4</p>	9

IV	Employment-related Technologies for the Visually Impaired 4.1 Braille Shorthand Machine 4.2 Dictaphone 4.3 Dictation Software 4.4 Application of screen reading technologies for promoting/ diversifying employment opportunities 4.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles	9
V	Procurement and Assessment of Technological Devices for Persons with Visual Impairment 5.1 Sources of availability and maintenance of technology devices 5.2 Resource mobilization for procurement of devices 5.3 ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities 5.4 Parameters for assessing efficacy/ suitability of devices and applications in the Indian context 5.5 Recent trends in research on technology for visually impaired including artificial Intelligence	9
	Course Work/ Practical/ Field Engagement a. Assignment(s) (Group/Small Group/Individual) • Analyze critically the efficacy of any two traditional/modern devices from Unit 2 to Unit 4 • Draw up a list of addresses of suppliers of technological devices for persons with visual impairment • Survey the availability and use of technology in one special school and one inclusive school and prepare a critical report b. Visit(s) (Group/Small Group) Visit the available nearest resource center of assistive technologies for visually impaired students. c. Hands on Training of OCR soft-wares using Smartphones.	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory: 50

•Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Essential Readings

- Taraporevala, S., & D'Sylva, C. (2014). *Equip Your World: A Synoptic View of Access Technology for the Visually Challenged*. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.
- Mani. M.N.G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
- Singh, J.P. (2003). *Technology for the Blind- Concept and Context*, Kanishka Publication, New Delhi.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.

Recommended Readings

- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi, S. (1999). *See with the Blind*. Books for Change, Bangalore.
- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). *Low Vision Rehabilitation*. SLACK Incorporated, New Jersey.
- <https://www.afb.org/prodmain.asp>
- <http://www.independentliving.com/products.asp?dept=141&deptname=New-Products>
- <http://shop.rmib.org.uk>
- <http://shop.lighthouseguild.org>
- Hersh. M & Johnson .M (2014). *Assistive Technology for Visually Impaired and Blind People*. Springer Publications.
- Manduchi.R & Sri Kurniawan (2013). *Assistive Technology for Blindness and Low vision*. Taylor & Francis. ISBN-13 : 978-1138073135
- Charley (2023). *CHAT GPT for Beginners: Unlock AI's Power with Revolutionary Text Generation Technology for Personal and Professional Growth*.
- Taraporevala & D'sylva (2014). *Equip your world: A Synoptic view of access technologies for the visually challenged*. Published by NIVH

Web Resources:

- Punani, B., & Rawal, N. (2000). *Handbook for Visually Impaired*. Blind Peoples' Association, Ahmedabad Retrieved online on 22/11/2023 from <https://bpaindia.org/wpcontent/uploads/2021/02/Handbook-Visual-Impairment.pdf>
- Joshi. H (YNK). *A Manual on Taylor frame*. (Hindi). Retrieved online on 22/11/2023 from <https://bpaindia.org/wp-content/uploads/2020/11/A-Manual-on-Taylor-Frame-Developedby-Mr.-Hurshad-U-Joshi.pdf>
- NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters)*. NIVH Dehradun. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/qualityindicators.pdf>
- Mathur.G (2020). *Low Vision: Manifestation and Management*. Published by NIEPVD. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/bookvi.pdf>
- SG ENABLE (2023). *Enabling Guide*. Retrieved online on 22/11/2023 from .

<https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology/atvisual-impairment>

- Perkins School for the Blind (2023). *A to Z Assistive Technology for Low Vision*. Available online on <https://www.perkins.org/resource/z-assistive-technology-low-vision/>
- RNIB (2023). *Amazon Echo*. Retrieved online on 23/11/2023 from <https://www.rnib.org.uk/living-with-sight-loss/assistive-aids-and-technology/everydaytech/technology-in-the-home/amazon-echo/>
- Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software. Available online at https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/465/et/P14_M11200218101002022121.pdf
- Braille translation software. Retrieved online on 23/11/2023 from https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/467/et/P14_M13200218101002024949.pdf
- NCERT (YKN). *NCERT initiatives for Inclusive and Accessible Education*. Retrieved online on 23/11/2023 from <https://ncert.nic.in/accessibility.php>
- XRCVC (2020). *Accessible E-content Creation. Standards and Guidelines*. Retrieved online on 24/11/2023 from <http://xrcvc.org/docs/Accessible%20EContent%20Creation%20Standards%20and%20Guidelines.pdf>

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Practical Related to Visual Impairment		
Course Code	M24-SED-205		
Course Type	Practical I/ PC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: screen, access and identify students with low vision CLO 2: prepare an IEP including the seating in the classroom and as per requirements and available resources CLO 3: record the assessment, intervention procedure and the progress of the students CLO 4: help the infant/ child who has severe visual impairment to learn to see vision using simple vision stimulation activities CLO 5: teach ICT effectively to students of B.Ed.		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	<p>Brief description: This practicum will cover 2 areas:</p> <p>(1) Vision Assessment for Educational Purposes (120 hours)</p> <ul style="list-style-type: none"> • Identify two low vision students- Review his/her medical record and interpret the pathology on type of vision loss viz Central vision loss/ Peripheral vision loss/ Blurred vision. • Screen of his/her visual impairment in: Distance vision, Near vision, Field of vision, Contrast sensitivity, and Colour vision and record the response using the format of Lea/ Jill Kefee • Prepare an IEP including the seating in the classroom, lighting requirement, size of print required for reading, magnification requirement Braille requirement if need be, and motivation and psychological support. • Intervention using all needed techniques and devices • Record the assessment and intervention procedure and the progress of the students and submit the record. • Determine the reading medium for these students which depends on the structure of impairment and its implications. Decide if the students need Print , Large print or Braille or both Print and Braille <p>5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3 in specialization papers)</p>		60+60

II	<p>Aims to help the low vision individuals to optimise his/her residual/ limited Vision</p> <p>a. Vision Stimulation: help the infant/ Child who has severe visual impairment to learn to see vision using simple vision stimulation activities.</p> <p>b. Assessment of Functional Vision and training to use the residual vision – Use Jill Keefee’s functional vision assessment tool. Select two persons with low vision. Prepare the functional vision assessment kit following the preparation procedure for assessment. Train the person to enhance the visual skills</p> <p>c. This practicum involves preparation vision stimulation kit, Functional vision assessment kit and functional vision training kit.</p> <p>d. Maintain record for these areas and submit</p> <p>Teaching of ICT to B.Ed. students 5 classes</p>	60+60
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

Session: 2024-25

Part A – Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Perspectives in Teacher Education		
Course Code	M24-SED-301		
Course Type	Core Course/ CC-6		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the linkage between teacher education and quality school education; CLO 2: Trace the history and developments with respect to teacher preparation for education of children with disabilities; CLO 3: Discuss the quality teacher preparation process in special and inclusive education; CLO 4: Explain pre-service teacher preparation in special and inclusive education; CLO 5: Appreciate importance of professional development and in-service programmes and develop capacity to plan and execute it as per specific need and purpose;		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Understanding Teacher Education 1.1. Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education; Teacher education and school education: a symbolic and dialogic relationship 1.2. Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India 1.3. Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education 1.4. Structure of Teacher Education in general at various levels 1.5. Agencies of Teacher Education in general at various levels		9
II	Historical Perspectives of Teacher Preparation in Special and Inclusive Education 2.1. Beginning of teacher preparation in special education in India, 2.2. Establishment of national institute for various disabilities and development of professionals in special education 2.3. Establishment of Rehabilitation Council of India and standardization of teacher education in special education in India, and role of national level institutions (e.g., UGC, NCERT) in promotion of teacher education in special education 2.4. Role of Non-government organisation (NGOs) in promotion of teacher education in special education 2.5. Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislations and policies in disability, Schemes and programmes including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor		9

III	<p>Teacher Preparation in Special and Inclusive Education</p> <p>3.1.Requirement of special education teachers in India: achievements and targets; Special education teacher in special schools and inclusive school; Special education teacher in mainstream school: PTR and other requirements</p> <p>3.2.Special education teacher training institutions: types and nature, Teacher Education in Special Education through Open and Distance Learning (ODL)</p> <p>3.3.Role of RCI in teacher preparation in special education; Collaboration between regular and special education teacher training programmes</p> <p>3.4.Competency based teacher education model for teacher preparation in special education, Quality management of teacher education in special education: addressing issues</p> <p>3.5.UNESCO’s perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across countries</p>	9
IV	<p>Pre-Service Teacher Education in Special and Inclusive Education</p> <p>4.1.Teacher preparation at different levels (foundational stage to secondary stage), Teacher preparation for different types of disability</p> <p>4.2.Preparation of teachers to support inclusive education; Cross disability and teacher preparation</p> <p>4.3.Career prospects of teachers in special education, social status and job satisfaction, burn out of special education teachers</p> <p>4.4.Curriculum, Transactional Modalities in Teacher Education in Special Education: Planning and design of teacher education curriculum for special education, Transaction of teacher education curriculum, Integrating Assistive Technology into teacher education programme</p> <p>4.5.Assessment of performance of trainee teachers</p>	9
V	<p>Professional Development Programme in Special Education</p> <p>5.1.Need and significance of Professional Development: Profession and professionalism with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics</p> <p>5.2.Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of NEP 2020, Self-learning for professional development, Professional development through virtual/online mode</p> <p>5.3.Continued Rehabilitation Education (CRE) and Faculty development programme in special and inclusive education: structure and models;</p> <p>5.4.Planning, Designing and Organising Professional Development Programme (PDP): Organising PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance,</p>	9

	Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organising PDP 5.5.In-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education		
	<p>Course work/Practical/Field Engagement</p> <ul style="list-style-type: none"> • Assignment: Prepare and submit an assignment of 1000 words describing the status of teacher preparation to meet the requirements of inclusive set ups • Visit: Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training • Group Activity: Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training <p>Transaction Learners’ engagement through interactive lectures, group discussion through case study and problem-based approach s as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.</p>		45
Total Contact Hours			90
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Alexander W. Siston, & Kumar P. (2021). Building teacher quality in India: examining policy frameworks and implementation outcomes (Edited book). Emerald Publishing Limited, Howard House, Wagon Lane, Bingley

Burns, M. (2023). Distance Education for Teacher Training: Modes, Models and Methods. (2nd Edition). Washington, DC: Education Development Center

Gupta, N. (2017). Major issues & challenges in special education in India. Horizon Books

Mohan Radha (2019). Teacher Education, 2nd Ed, Delhi, PHI Learning Pvt Ltd

Pathak, R. P. (2020). *Perspectives on teacher education*. Atlantic Publishers and Distributors (P) Ltd.

Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, and Benjamin Lignugaris /Kraft (2014). *Handbook of research on special education teacher preparation* (Edited book). New York, NY: Routledge

Robert Houston W. & Haberman, M. & Sikula J. (1990). Handbook of research on teacher education. New York: Macmillan; London: Collier Macmillan

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Part A – Introduction

Parents are advocates, teachers, and nurturers for their children. Family members of any person with visual impairment are at a risk for emotional difficulties if their support systems or coping skills are inadequate. Learners must understand the challenges that are often associated with a family of a person with visual impairment from birth till adulthood focusing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Adulthood and Family Issues of Persons with Visual Impairment		
Course Code	M24-SED-302		
Course Type	Specialization Course/ SC-4		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Analyze the role of family as a support system from birth to adulthood. CLO 2: Discuss the concerns of the family of a person with visual impairment. CLO 3: Meet the challenges faced at different stages of transition of a person with visual impairment. CLO 4: Develop the skills to prepare an ITP and IFSP. CLO 5: Develop a critical understanding of schemes for equal opportunities.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50

Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Role of Family in the Continuum of Support System 1.1 Adjustment and accommodation to the birth of a special child and onset of visual impairment 1.2 Organization and family functioning 1.3 Family involvement in infancy and early childhood 1.4 Family involvement in school age 1.5 Family involvement in transition to adulthood	9	
II	Transition Issues & Role of Family 2.1 Understanding Transitions (Social, Physical, Psychological, and Cultural aspects) 2.2 from home to school and school to college 2.3 Transition from education to work 2.4 Individualized Transition Plan (ITP) & Role of Family 2.5 Maintaining Relationships (Empathy, cue sensitivity, personal space)	9	
III	Family Issues in Adulthood 3.1 Higher Education & Career Education 3.2 Life Skills Education 3.3 Sexuality & Marriage 3.4 Home skills management 3.5 Connecting and partnering with community members	9	
IV	Planning Family Support Services 4.1 Concept, objectives and components of family support services 4.2 Identifying family needs; Supporting leisure and recreation 4.3 Family Support for alternative thinking and consequences 4.4 Family Support for development of self-image & stress management 4.5 Individualized Family Service Plan (IFSP) 4.6 Preparing an IFSP in Indian context	9	
V	Support systems for inclusion and Support from Schemes 5.1 Family Support in Personal Care & attending community functions 5.2 Financial management - Money transaction, Budgeting, Banking, Saving 5.3 Role of educational institute, Self-help groups and society 5.4 Role of media in awareness and attitude building	9	

	5.5 Schemes for education and independent living (including education and vocational rehabilitation)	
	Course Work/ Practical/ Field Engagement (Any Two) <ul style="list-style-type: none"> • should develop an individualized transition plan for a given person with visual impairment • should develop an individualized family service plan for a family of a person with visual impairment • should critically examine any two schemes under equal opportunity schemes • should device any media tool or promotion campaign for family awareness or support 	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory: 50
•Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: <ul style="list-style-type: none"> • Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India. • Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind. • Kirk, S.A., Gallagher, J.J., & Anastasiow, N.J. (2000). Educating Exceptional Children. Houghton Mifflin Company: New York • Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind. New York. • Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, Springfield. • Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/Perkins: USA. • Patil, H.J. (2008). (5 Ed). Concession for the Blind. National Association for the Blind: Mumbai • Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi. • Smith, D. D. & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston. • Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.S Publishers, New 		

Delhi.

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2002). *Introduction to Psychology*. (7Ed.). Tata McGraw Hill Publishing, New Delhi.
- Kundu, C.L. (2000). *Status of Disability in India 2000*, RCI: New Delhi.
- Lowenfeld, B. (1971). *Psychological problems of children with impaired vision*, Prentice-Hall, New Jersey.
- Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). *Handbook of Positive Psychology in Schools*. Routledge, New York.
- Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). *Introduction to Psychology* (6th ed.) Oxford, New Delhi.

Session: 2024-25**Part A – Introduction**

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand and know- how's of managing educational institutes on the basis of total quality management principles.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Educational Management		
Course Code	M24-SED-303		
Course Type	Elective Course/ EC-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Explain the basic concepts and fundamental areas of management CLO 2: Describe the skills required for enhancing institutional quality for sustained development CLO 3: Enumerate the skills required for capacity building of human resources CLO 4: Explain the skills needed to manage data for various information management processes CLO 5: Prepare cost effective budgets, proposals and describe ways of managing financial resources		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Educational Management: An Overview 1.1 Definition & Concept 1.1.1 Management as an art, science, organization, person, and a discipline 1.1.2 Functions and skills of educational management 1.1.3 Principles, process, and models of educational management 1.2 Approaches to and theories of management 1.3 Styles of management: autocratic, laissez-faire, transactional, contingency	6

	1.4 Leader vs. Manager: Role competencies 1.5 Educational leadership and educational system 1.5.1 Concept, characteristics, and factors /skills of leadership 1.5.2 Theories of educational leadership 1.5.3 Types of educational leadership	
II	Total Quality Management (TQM) in Education 2.1 Concept of Quality and issues in quality management of educational institutes 2.2 Educational applications of TQM 2.3 Assessment of educational institutions 2.4 Strategic planning & sustainable development 2.5 Implementing TQM	6
III	Human Resource Management 3.1 Manpower planning, talent acquisition & management 3.2 Employee benefits, welfare and performance appraisal systems-350 degree approach. 3.3 Training, development, and capacity building 3.4 Organisational behaviour; climate and culture 3.5 Individual & group dynamics, conflict management & negotiations	6
IV	Educational Management Information Systems (EMIS) 4.1 Need, relevance and national agencies for EMIS 4.2 Internal & external stakeholders of EMIS 4.3 Tools & process for collecting and disseminating data & using information 4.4 Constituting indicators & data monitoring plans 4.5 Dissemination, distribution & publication of data	6
V	Financial Management 5.1 Need and importance of financial management in educational institutes 5.2 Basic concepts in accounting 5.3 Importance and types of budgeting 5.4 Resource mobilization and allocation 5.5 Proposal writing for funding in educational institutes	6
	Transaction Lectures, Field visits, Self-study Course Work/Field Work • Proposal writing for fund raising of an educational institution • Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		

Recommended Books/e-resources/LMS:

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non-Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A. V., & Naik, A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Kumar, H. U. (2012). Education and Human Resource management ISBN: 9780198076681
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewis, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mehta, D. (2022). Educational Administration. PHI Learning Private Limited. New Delhi
- Mohanty, J. (2008). Educational Administration, Supervision and School Management (2nd Revised and Enlarged Edition)
- Mukhopadhyay, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rajni Bala (2006). Education Planning and Development. Alfa Publications. New Delhi.
- Rao, N. P. (2011). Education and Human Resource Management ISBN 10: 8170247330 - ISBN 13: 9788170247333 - APH Publishing Corporation – New Delhi
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Rao, V. K. R. V. (1966). Education and human resource development. Allied Publishers, Bombay.
- Senge, P. (2007). A Fifth discipline resource. Schools that lead: Nicholas Brealey Publishing, London.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-2591397076 or ISBN-10: 2591397073)

Web references

<https://online.marymount.edu/what-is-educational-leadership>

https://www.researchgate.net/publication/256303007_Educational_leadership_and_management_in_an_international_school_context

Session: 2024-25			
Part A – Introduction			
Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Educational Technology		
Course Code	M24-SED-304		
Course Type	Elective Course/ EC- 1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Explain the meaning, nature, scope and evolution of ET and ICT in education. CLO 2: Examine the teaching-learning system and potential of ICT and its effectiveness in education. CLO 3: Design, develop and use various digital teaching learning resources. CLO 4: Integrate suitable ICT effectively in teaching-learning evaluation, administration and other learning support systems.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Educational Technology 1.1 Definition and Scope of Educational Technology in special and inclusive education; 1.2 Need and Role of Educational Technologists in India 1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ... 1.4 Methods & Models Instructional designs 1.5 Critical Issues in ICT: Globalisation, Legal, Ethical, and Socio-political issues		6
II	Communication and Teaching-Learning Resources 2.1 Concept and Principles of Instructional Technology; Communicative Skills & ICT 2.2 Communication Process; Use of Communication Technologies in the teaching-learning process. 2.3 Non-digital teaching-learning resources (eg. TV, Radio, Audio-Visual Resources). 2.4 Digital teaching learning resources (eg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).		6

	2.5 Digital Literacy: Concerns and Challenges	
III	Use of ICT in Various Aspects of Education 3.1 ICT in Educational Research (ICT Tools for locating literature; data collection, data analysis etc.) 3.2 ICT for assessment of/for learning 3.3 ICT & Accessibility Issues 3.4 ICT Resources for Designing an Online Course or Digital Learning Content 3.5 Learning Management Systems (LMS): Concept, standards, its application in education	6
IV	ICT and Open Access 4.1 Open access: Meaning, Issues and policies 4.2 ICT & IPR: copyright, trademarks, patents and exceptions for PwDs; 4.3 OER in Education – Conceptual Issues, benefits and Repositories 4.4 Policies and other documents on ICT in School and Teacher Education 4.5 Potentials of ICT for equitable education - Access, participation, Skill Development and lifelong learning	6
V	E-Learning & Learning Management 5.1 E-Learning: Nature and Types 5.2 Developing e-content/learning objects: Design and technical aspect 5.3 Continuous Professional Development (CPD) of teachers through MOOC, webinars, etc. 5.4 National Initiatives on E-learning and ICT Integrated Education 5.5 Guidelines for the development of an e-learning course and content	6
	Course Work/ Practical/ Field Engagement I. Prepare a video lecture of 25 minutes using accessibility features II. PPT by inserting photos and videos on a topic of your choice III. Create your email account as well as design a blog IV. Enrol and complete MOOC courses in Swayam Portal related with teacher education V. Write a review paper on MOOC programmes or other National Initiatives on e-learning VI. Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics VII. Prepare a storyboard in any one unit of a subject for a child with disability VIII. Present or publish a research paper on the application of ICT in education IX. Seminar on issues in the application of ICT in inclusive education	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer. (chap 3&7; pg. 28-44, 102-118)
- Bates, A. (2025). Teaching in a digital age. Retrieved from <http://opentextbc.ca/teachinginadigitalage/>
- Brooks, D. W., & Nolan, D. E., & Gallagher, S. M. (2002). Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Second ed.). New York: Kluwer Academic Publishers. (chap 1-6, 10, 25,16; pg 1-106, 169-182, 235-264)
- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). The student assessment handbook: New directions in Traditional and online assessment. London: Routledge Falmer, Taylor & Francis Group. (chap 6,13,16,17; pg 41-46,105-120,143-170)
- Fallows, S., & Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan Page. (chap 1, 9, 11-13, 17,18; pg. 1-7, 100-112, 122-149, 182-209)
- Kats, Y. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. New York: Information Science Reference. (chap 1- 4,7,16; pg. 1-80, 120-137,291-313)
- Reddi, U. V. (Ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: Commonwealth Educational Media Centre for Asia. (chap 5-9,pg. 27-62)
- Song, H. &. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference. (chap 7; pg. 119-130)
- Bracey, B., & Culver, T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 253-258 & 185-190)
- Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International Journal of Technology in Teaching and Learning, 1(1), 25-44.
- Florian, L., & Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A tool for inclusion. Berkshire: Open University Press. (chap 1; 7-20)
- Kasinathan, G. (2009). ICTs in School Education - Outsourced versus Integrated Approach, Policy Brief. Retrieved August 10, 2011, from IT for Change:https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 50-70.
- Kwan, R., Fox, R., Chan, F. T., & Tsang, P. (Eds.). (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies. Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216) 3
- Leask, M. (Ed.). (2001). Issues in Teaching using ICT. London: Routledge Falmer. (chap 1,8; pg. 3-14, 105-125)
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054. doi:10.1111/j.1467-9620.2006.00684.x.
- Monteith, M. (Ed.). (2004). ICT for Curriculum Enhancement. Bristol: Intellect Books. (chap 2,3,8,9; pg. 26-56, 113-139)
- Pritchard, A. (2007). Effective Teaching with Internet Technolog
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

Session: 2024-25**Part A – Introduction**

Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families as well as to create a supportive environment around them.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Guidance and Counseling		
Course Code	M24-SED-305		
Course Type	Elective Course/ EC- 1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Appreciate the issues of counselling and guidance. CLO 2: Critically evaluate the importance and scope of Educational, Vocational, Personal and family counselling CLO 3: Apply the skills of guidance and counselling for persons with disability and their families across different settings. CLO 4: Analyze the concerns faced by individuals with disabilities and their families in the contemporary world.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Introduction to Guidance and Counselling 1.1 Guidance and counselling: definition, aims and importance 1.2 Competency and scope of work 1.3 Role of the learner with families of individuals with disabilities 1.4 Role of the learner with individuals with disabilities 1.5 Ethical and legal considerations	6
II	Micro Skills of Counselling 2.1 Building a positive environment, safe space and relationship 2.2 Non-judgemental and unconditional acceptance 2.3 Active listening (Verbal and Nonverbal)	6

	2.4 Empathetic Responding 2.5 Building cultural and contextual sensitivity	
III	Building Competency and Enhancing Skills in Settings 3.1 Promoting autonomy and choices 3.2 Building self-esteem and self-confidence 3.3 Promoting positive mental health and wellbeing 3.4 Empowering individuals with disabilities to advocate 3.5 Need and means for referrals, collaboration and community engagement	6
IV	Guidance and Counselling across Settings 4.1 Formal school and informal educational setups 4.2 Vocational and Employment Setups 4.3 Residential, assisted living centres 4.4 Career Guidance and Legal Rights 4.5 Understanding intersectionality (gender and sexuality, region, religion and caste, socioeconomics and culture etc.)	6
V	Addressing Abuse and Harassment 5.1 Types of abuse (verbal, physical, psychological, sexual, emotional) 5.2 Abusive punishment procedures and their repercussions 5.3 Recognising signs of abuse and trauma 5.4 Role of peers, staff, and family 5.5 Accessibility to mental health, legal and allied services	6
	Transaction Refer to the NEP 2020 Framework to understand the role of a counsellor The transaction for this course should be done with a perspective to enhance the sensitivity and skills of the educator. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners. Course Work/ Practical/ Field Engagement • Observation of counselling sessions with persons with disabilities and their families • Role plays of a parent counselling session • Counselling and report writing on an individual/family • Report of critical observation of a given counselling session • List the resources required and their optimum use in managing a school guidance programme • Review documents on vocational guidance and write an essay.	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Mehrotra, N (2016). A resource book on disability studies in India,
<https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>
- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.

Web resources

<https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf>

https://www.niepid.nic.in/Protocol_Psy.pdf

<https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Dissertation (Synopsis)		
Course Code	M24-SED-306		
Course Type	Dissertation/ DISS-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: select an appropriate topic for conducting research CLO 2: develop an effective and impressive research synopsis CLO 3: present the research proposal effectively CLO 4: justify the selection of research topic for conducting research work		
Credits	Theory	Practical	Total
	0	2	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	0	50	50
End Term Exam Marks	0	-	-
Max. Marks	0	50	50
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
I	• Student will develop Synopsis for Research Work (Dissertation)		30+30
Suggested Evaluation Methods			
Internal Assessment: 50		End Term Examination: 0	
➤ Practicum	50	➤ Practicum	0
• Seminar/Demonstration/Viva-voce/ Records/Synopsis etc.:	50	-	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Field engagement/ Internship related to Visual Impairment(As a Teacher Educator)		
Course Code	M24-SED-307		
Course Type	Field Engagement & Internship/ FEI-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: develop effective lesson plans CLO 2: deliver the lessons using the appropriate teaching skills in an effective manner CLO 3: differentiate instructions for diverse learners as per requirements CLO 4: report the outcome of teaching learning encounters		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	<ul style="list-style-type: none"> • Prepare 8 lessons for classroom teaching at Diploma and Graduate Courses. - Pedagogy subject – Two lessons - Inclusive Education- One lesson - Specialization- Three lessons - ICT based lessons for B.Ed students – Two lessons • Student teacher teach the lessons with the supervision of the faculty • Faculty to review the lesson plan and assist in writing <p>One month Internship Internship 25 days in B.Ed. Spl. Edu. (V.I.). During this period the students will teach two lectures on core papers, 4 lectures in specialization papers and 2 lectures each in 2 pedagogy papers Plan and demonstrate co-operative teaching strategy 7 lessons in inclusive school Submit a comprehensive report on challenges faced during internship and strategies followed to address them</p>	60+60	
II	Prepare 3 lessons (Math - one lesson, Science – one lesson and Social Science – one lesson) using Differentiated instruction for diverse learners. Student teachers differentiate instruction in: <ul style="list-style-type: none"> • Content- must differentiate the content by creating activities for diverse group of students covering different level 	60+60	

	<ul style="list-style-type: none"> • Process – delivery of instruction for auditory, visual, verbal, kinaesthetic learners and advanced learners • Product: After completing a lesson, the student teacher help the students create a product to show content mastery. It may be in the form of reports, projects, tests or any other activity. • Record and submit 	
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Employability Skills & Constitutional Values		
Course Code	M24-SED-308		
Course Type	Employability Skills/ ESCV		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the concept, need & importance of Employability Skills CLO 2: elaborate Entrepreneurial Competencies & Effectiveness: Role of Employability Skills and Education CLO 3: justify the need of integration of Education, Employability Skills & EE in National Curriculum and Policies in Strategic Development Plans CLO 4: reflect on policies, agencies and relating issues w.r.t. Education, Employability Skills & EE CLO 5: describe role of education in enhancing Human Values, Moral Values and Constitutional Values		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Understanding Employability Skills What is Employment? Employability Skills: Concept, Need & Importance Types of Employability Skills Acquiring Employability Skills – offline and online Factors affecting the process of acquiring Employability Skills Employability Skills: Role of Education		6

II	<p>Employability Skills & Entrepreneurship</p> <p>Concept, Functions, Need Advantage and Limitations of Entrepreneurship</p> <p>Factors Influencing Entrepreneurship</p> <p>Theoretical Foundations & Process of Entrepreneurship</p> <p>Barriers in Entrepreneurship</p> <p>Entrepreneurs’ ‘Born’ or ‘Made’: Concept and Types of Entrepreneurs</p> <p>Entrepreneurial Competencies & Effectiveness: Role of Employability Skills and Education</p>	6
III	<p>Education, Employability Skills (ES) and Entrepreneurship</p> <p>Relationship between Education, Employability Skills and Entrepreneurship</p> <p>Meaning, Nature & Scope of Entrepreneurial Education (EE)</p> <p>Needs & Significance of Entrepreneurial Education</p> <p>Role of Education in Developing Entrepreneurial Mindset</p> <p>Integration of Education, Employability Skills & EE in National Curriculum</p> <p>Integration of Education, Employability Skills & EE Policies in Strategic Development Plans</p> <p>Supporting EE in Higher Education: Leadership, Decision Making & Problem Solving</p>	6
IV	<p>National Policy/ Perspective w.r.t. Entrepreneurship</p> <p>Skill Development and Entrepreneurship, 2025</p> <p>Pradhan Mantri Kaushal Vikas Yojana (PMKVY)</p> <p>National Education Policy, 2020</p> <p>Global Perspectives on Entrepreneurship w.r.t. diversity</p> <p>Interdisciplinary Approaches for Entrepreneurship</p> <p>21st Century Skills, Mindfulness, Goal Setting & Self-Development</p> <p>Agencies for acquiring Employability Skills</p> <p>Employability Skills in Digital Era – how to cope with the related issues</p>	6
V	<p>Constitutional values & Education</p> <p>Meaning ,significance & importance of constitutional values</p> <p>Values enshrined in Indian constitution</p>	

	<p>Constitutional Provisions in education</p> <p>Intellectual Property Rights: Meaning and characteristics of IPR</p> <p>Role of education to enhance Human values, moral values and Constitutional Values</p> <p>Contemporary Issues w.r.t. developing values among students</p>	6
	<p>Course work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Exploring and presenting report on any one National Policy/ Perspective w.r.t. Employability Skills/ Entrepreneurship <ul style="list-style-type: none"> Skill Development and Entrepreneurship, 2015 Pradhan Mantri Kaushal Vikas Yojana (PMKVY) National Education Policy, 2020 Agencies for acquiring Employability Skills Global Perspectives on Entrepreneurship Interdisciplinary Approaches for Employability/ Entrepreneurship • Case study of any Institution/ Organization in context of its role in imparting Employability Skills/ Entrepreneurial Education (EE) • Reflecting on Employability Skills, Entrepreneurial Competencies & Effectiveness and Role of Education • Presenting Seminar on related issues • Listing Constitutional Values, Human Values & Moral Values – Elaborating role of Education 	30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <p>Audi, R. (2008). <i>Moral value and human diversity</i>. Oxford University Press.</p> <p>Bauer, C. A., & Bolsinger, H. J. (2017). The Value of Constitutional Values: An Exploratory Study of the Constitutions of India and Bavaria. <i>Tattva Journal of Philosophy</i>, 9(1), 13-30.</p> <p>Bornstein, David & Davis, Susan (2010). <i>Social Entrepreneurship: What Everyone Needs to Know</i>, New York: Oxford University Press.</p> <p>Catherall, Richard & Richardson Mark (2017). <i>Social entrepreneurship in Education</i>, Manchester: British Council.</p> <p>Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). <i>Entrepreneurship</i>, New York: McGraw Hill Education.</p>		

- Inglehart, R. F., Basanez, M., & Moreno, A. (1998). *Human values and beliefs: A cross-cultural sourcebook*. University of Michigan Press.
- Kaur, S. (2025). Moral values in education. *IOSR Journal of Humanities and Social Science*, 20(3), 21-26.
- Lackeus, Martin (2025). *Entrepreneurship in Education, What, why, When & How*, European Commission, LEED (Local Economic and Employment Development), Paris: OECD.
- Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). *Teaching Entrepreneurship: A Practice-Based Approach*, Cheltenham: Edward Elgar Publishing Ltd.
- May, C. (2025). *The global political economy of intellectual property rights: The new enclosures*. Routledge.
- National Research Council, Commission on Physical Sciences, Mathematics, Applications, Computer Science, Telecommunications Board, ... & the Emerging Information Infrastructure. (2000). *The digital dilemma: Intellectual property in the information age*. National Academies Press.
- Raj Shankar (2012). *Entrepreneurship Theory & Practice*, Noida: McGraw Hill Education.
- Ram-Prasad, C. (2013). Pluralism and liberalism: reading the Indian Constitution as a philosophical document for constitutional patriotism. *Critical review of International social and Political Philosophy*, 16(5), 676-697.

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	IV		
Name of the Course	Dissertation		
Course Code	M24-SED-401		
Course Type	Dissertation/ DISS-2		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: conduct research independently CLO 2: explain the process of conduct research meticulously CLO 3: report and present effective the research conducted CLO 4: defend his research work in a logical and empirical manner		
Credits	Theory	Practical	Total
	0	12	12
Teaching Hours per week	12	12	24
Internal Assessment Marks	0	90	90
End Term Exam Marks	0	210	210
Max. Marks	0	300	300
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	<ul style="list-style-type: none"> • Student will complete Research Work (Dissertation) <p>Dissertation Guidelines Every institution, college, or university is entitled to enforce its own regulations and procedures regarding dissertations for postgraduate students. Still, they ought to adhere to the following framework:</p> <ul style="list-style-type: none"> • Clearly communicate the expectations for the dissertation in terms of scope, justification, implications, and importance of originality and contribution to the field and make them identify key theories, methodologies, and gaps in existing research. • Provide a structure outlining the requirements, format, assessment criteria, data collection methods and tools. • Develop a realistic timeline for the dissertation process, including milestones for proposal submission, literature review completion, data collection, analysis, and final submission and a mechanism for regular review of the progress. • Emphasize the importance of ethical research practices and follow them stringently. 		180+180

	<ul style="list-style-type: none"> • Share relevant resources and literature based on the latest developments in the field of specialization and ensure that the final draft adheres to general guidelines and quality standards. • Disseminate the outcomes and publish the research findings. 	
Suggested Evaluation Methods		
Internal Assessment: 90		End Term Examination: 210
➤ Practicum	90	➤ Practicum 210
• Seminar/Demonstration/Viva-voce/ Records etc.:	90	Record & write-up relating to Synopsis and viva-voce examination
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	IV		
Name of the Course	Field engagement/ Internship related to Visual Impairment(As a Teacher Trainer)		
Course Code	M24-SED-402		
Course Type	Field Engagement & Internship/ FEI-2		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: create awareness on disability related aspects to general public using multi media CLO 2: prepare and present the detailed case study of any institution CLO 3:conduct Action Research to improve the practice of Education CLO 4: report research findings and get them published in reputed journals		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	Awareness creation on disability related aspects to general public using multi media • Identify children with vision problems in Anganvadi (Early childhood education programme) using vision screening checklist. If any child is suspected of having vision problem, discuss the case with the faculty and do appropriate referral service • Visit two teacher training institute (General and Special education institutes) and observe the infrastructural facilities in terms physical, human resources and material resources. Prepare report and submit Prepare community participatory programme (workshops for awareness programmes for public using multimedia/ charts/ street plays etc.) Conduct seminar on ICT Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons)		60+60

II	<p>Brief description (1) Conduct Action Research to improve the practice of Education.</p> <ul style="list-style-type: none"> • Student trainee to identify a problem in classroom situation and conduct Action research with the steps involved collaborating with the classroom teachers. Find out solution and apply in the classroom/ • Student teacher to conduct Action research to study his/her own teaching style, and method to more effective teaching – learning. • Action research to be conducted with the supervision of the faculty <p>(2)Publication of research outcome</p> <ul style="list-style-type: none"> • The research outcome can be published. • The student teacher to be guided by the supervisor in article writing • Faculty to assist the student teacher in Research proposal writing and research abstract writing • Student learner to study 10 articles in leading journals both general and special education journals and submit a brief report about the journal (aim, sample method and results). Discuss in the classroom about one journal article which impressed the learner • Identify appropriate journals for publication which should be genuine and make a list and submit <p>Work out a critical study of the teachers’ training institute on quality of the teachers’ training institute on quality management, resources, time-table, etc. Prepare a report</p>	60+60
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		